

Facilitator notes

Secondary INSET Pack

Remember to make a copy of the presentation so that you can personalise it to your school. You can do this by following the instructions on the first slide, then remove this slide before presenting.

Slide 1

- Welcome staff to your Safeguarding INSET.
- Point out that staff may take a break from today's session at any point if they find any details distressing.

Slide 2

- Read out the topics to cover in today's session.
- Throughout the presentation, there will be a number of opportunities for interactivity with video content, scenarios and discussion points.
- If staff have questions at any point, advise that they can ask them in front of the group during the session, or wait until the end to speak to a member of the safeguarding team.

Slide 3

- Every member of staff has a responsibility to promote the welfare of, and to safeguard, children and young people.
- Whilst it is not a comfortable thought, it is essential that you take the view that **it could happen** to children in your school and more than that - **it may well be happening**.
- You should never underestimate the part that you play in protecting children.

Slide 4

Video content: when presenting the slide, click on the play icon to start the video (02:05).

- Let staff know that you are going to play a video to introduce today's session, covering what safeguarding means and why it is so important.
- You'll hear from a range of experts including Joanna Nicolas, Debbie Innes-Turnill and Ian Curry.
- If you need the link to access the video, you can find it [here](#).

Slide 5

Please note: you should edit the details regarding your safeguarding team before presenting this slide.

- Remind staff that your safeguarding team is here to help.
- Go through the details of team members that you have added into the slides, making sure staff are aware of who they should speak to about safeguarding.

Slide 6

- The first section of today's session will focus on key updates to statutory safeguarding guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children.

- You'll cover the key updates and what the changes mean for schools.
- It also includes a useful pull-out document for easy access to more detailed information which can be forwarded onto staff.

Slide 7

- Keeping Children Safe in Education sets out the legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.
- Similar to the previous year, the changes for 2024 are quite minimal. A lot of the changes relate to the amendments to Working together to safeguard children 2023.
- Outline some of the changes to be aware of as shown on the screen.
- All school and college staff should read part 1 of this guidance.

Slide 8

- Working Together to Safeguard Children highlights the importance of multi-agency working and outlines the value of involving the whole family in the process, including the child.
- The 2023 guidance update emphasises securing 'positive, trusting and cooperative relationships' with parents and carers.
- It also explains the importance of considering the needs of the whole family. For example, families with English as an additional language (EAL) may require more specialist support to keep them involved and informed.
- In addition, the new version of the guidance outlines new roles within the local authority, the police and health services. It states that the head of each sector will be named the Lead Safeguarding Partner (LSP), and they must appoint a Delegated Safeguarding Partner (DSP). It is expected that LSPs will form close relationships with representatives from the education sector, who should also be involved in any strategic decisions and planning.

Slide 9

Video content: when presenting the slide, click on the play icon to start the video (02:29).

- In this video, staff will hear from Debbie Innes-Turnill. You'll be informed about the key changes to statutory safeguarding guidance and what this means for schools.
- If you need the link to access the video, you can find it [here](#).

Slide 10

Please note: you can find this document within your pack.

- This pull-out document contains more detailed information on the updates.

Slide 11

- Provide a summary of the section that you have just covered on statutory safeguarding guidance.
- Offer the opportunity for staff to ask any questions that they may have following this section.

Slide 12

- If staff would like to find out more about topics covered in this section, advise them that they can visit the links as shown.

Slide 13

- The second section of today's session will focus on the four main types of abuse.
- You'll cover the different types of abuse and the signs to look out for that may suggest a cause for concern.

Slide 14

- There are four main categories of abuse.
 - Encourage staff to say these aloud before you **click to reveal** them one-by-one on the slide.
 - This includes physical abuse, emotional abuse, neglect and sexual abuse.
- These should not be thought of as clear-cut categories and it's important to remember that there is often significant overlap between these.
- Keep in mind that sometimes a child may be experiencing different forms of maltreatment at the same time.

Slide 15

- Physical abuse is when someone intentionally causes physical harm to a child.
 - This includes: hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating.
- Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (Fabricated Induced Illness).
- Outline some of the signs to look out for as shown on the slide.
- It's important to remember that children can have accidents, trips and falls. However, regular injuries, those unusual for their developmental age, when there seems to be a pattern, on the soft parts of the body or where the explanation doesn't match the injury, may be cause for concern.

Slide 16

- Emotional abuse refers to the persistent emotional maltreatment of a child, causing severe and persistent adverse effects on the child's emotional development.
 - This includes: trying to scare, humiliate, isolate or ignore a child.
- Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur in isolation.
- It can also be referred to as psychological abuse.
- Outline some of the signs to look out for as shown on the slide.

Slide 17

- When a child is sexually abused, it means that they have been forced or enticed to take part in sexual activities.
 - They may not understand that it's wrong for the abuser to do this to them.
- Child sexual abuse includes both contact and non-contact abuse:
 - Contact abuse is where an abuser makes physical contact with a child. This may involve assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation and kissing.
 - Non-contact abuse involves non-touching activities such as forcing a child to

look at sexual images or witness sexual activity and sharing pornography.

- It's vital to note that sexual abuse can take place in person or online.
- Outline some of the signs to look out for as shown on the slide.

Slide 18

- Neglect is the persistent failure to meet a child's basic physical and/or psychological needs.
 - There are four main types of child neglect which includes: physical neglect, educational neglect, medical neglect, and emotional neglect.
- Be clear that poverty does not equal neglect, but there are often strong links between the two.
- Outline some of the signs to look out for as shown on the slide.

Slide 19

- Remind staff that any child can be at risk of maltreatment. However, we know that some circumstances may increase that risk.
- **Discussion point:** in which circumstances might we need to be extra vigilant?
- Once you have given staff the chance to discuss, you can provide examples such as:
 - Children with special educational needs and disabilities (SEND)
 - Children with mental health difficulties
 - Looked after children (LAC)
 - Children missing education
 - Children who identify as LGBTQ+
 - Children with previous experience of abuse
 - Unmet parental mental health needs and parental substance misuse

Slide 20

- Provide a summary of the section that you have just covered on the four main types of abuse.
- Offer the opportunity for staff to ask any questions that they may have following this section.

Slide 21

- If staff would like to find out more about topics covered in this section, advise them that they can visit the links as shown.

Slide 22

- The third section of today's session will focus on a selection of key safeguarding issues.
- You'll cover online safety, Prevent, mental health and child-on-child abuse.

Slide 23

- Tell staff that you are going to talk about online safety.
- All children who access the internet are susceptible to online harm.
- The breadth of issues classified within online safety is considerable and ever evolving.
- **Click to reveal** the text that explains KCSIE categorises online risks into the four Cs.
 - Encourage staff to say these aloud **before you click to reveal** them one-by-one on the slide.
 - This includes content, commerce, contact and conduct.

- These categories are not mutually exclusive. Many online experiences, such as gaming, may carry risks in more than one, or even all, of these areas.

Slide 24

- Tell staff that you are now going to look at some of the risks associated with being online.
 - You could **ask staff** to think about what comes to their mind.
- **Click to reveal** a variety of online safety risks.
- Children can be particularly vulnerable online during the pre- and early teenage years - they may begin to take risks and explore their identities, often including their sexuality, online.

Slide 25

- **Ask staff** to define what they think is meant by sextortion and **click to reveal** the details on screen.
- It commonly involves the non-consensual sharing of 'nudes' or 'semi-nude' photos and videos in exchange for money.
- Sextortion is very distressing, upsetting, embarrassing and stressful for the child or young person experiencing it, and the perpetrators usually prey on these feelings, knowing they can get more out of the child or young person because they'll be too ashamed to report what's happening to them.
- A few signs of sextortion to look out for include:
 - A child or young person suddenly having a new boyfriend/girlfriend, who they met online or on a social media app (like Snapchat, Instagram, or TikTok).
 - The child or young person appearing withdrawn or worried and not being their 'usual self'.
 - Parents may report that their child has been using their device a lot more than usual, resulting in tiredness due to spending time online.
- This can happen to anyone from any background and at any age. Providing age-appropriate education is key.
- A recent sextortion case that made the news is that of Murray Dowey, a 16-year-old boy who took his own life in December 2023 as a result of being a victim of sextortion. The teenager from Scotland had been targeted by criminals and duped into thinking he was talking to a teenage girl on social media. The 'girl' shared an intimate image with Murray who responded by sharing an intimate image of himself. At that point, it was immediately revealed that he'd been talking to criminals, who proceeded to ask Murray for money and threatened to share the intimate image with all his contacts if he didn't pay up.

Slide 26

- Read the statistic from Ofcom, stating that 32% of 8-17 year olds say they have seen something they found worrying or nasty online in the last 12 months.
- **Discussion point:** how can we help encourage our pupils to share when they have concerns online?
- Allow time for discussion and then take some of the answers to summarise thoughts from the group.

Slide 27

- Tell staff that you are going to look at what your school can do about online safety.
- Some ideas to reinforce online safety might include:
 - Keep the conversation open and engage pupil voice
 - Encourage conversations about being online. You could ask your pupils about the platforms they use or use stories as conversation prompts.

- A key part of online safety is about actively seeking the views of children in your school via pupil voice.
- Build your awareness of the 'hidden' online language
 - The complex use of emojis and abbreviations has resulted in a 'hidden language' amongst young people of which many adults may not be aware, and which can cause dangers to go unnoticed.
- Reinforce online safety guidance with your pupils, parents and carers
 - As the NSPCC states: "Embedding key messages about staying safe online throughout the curriculum helps ensure that children of all ages are taught online safety skills."
 - You can regularly remind pupils, parents and carers of risks relating to online harms.
 - Parents should also have a clear understanding of who to voice their concerns to, or seek advice from, in relation to safeguarding issues.
- Displaying, and referencing, internet safety posters in your classroom
 - It's essential that children know how to keep themselves safe online and what to do when something isn't quite right. Displaying, and referencing, internet safety posters can be a good way to inform students and keep them regularly reminded. You can download a range of posters on the link attached to this slide.

Slide 28

- Tell staff that you are going to talk about the Prevent duty.
- **Click to reveal** that the objectives of the Prevent duty were reviewed in 2023 and are to:
 - Tackle the ideological causes of terrorism
 - Intervene early to support people susceptible to radicalisation
 - Enable people who have already been engaged in terrorism to disengage and rehabilitate
- Next, you'll see three statistics about Prevent. **Click to reveal** these one at a time.
 - In the year ending 31 March 2023, there were 6,817 referrals to Prevent.
 - 32% of referrals related to those aged 15 to 20.
 - Those aged 14 years and under account for the second largest proportion (31%).

Slide 29

- Tell staff that you are now going to look at some of the indicators of radicalisation.
 - You could **ask staff** to think about what comes to their mind.
- **Click to reveal** some examples of the indicators of radicalisation.

Slide 30

- Tell staff that you are now going to cover Mixed, Unclear or Unstable (MUU) Ideology.
- **Click to reveal** the details about incel culture.
- Incel stands for 'involuntary celibate' and is a term adopted by individuals in the incel community to describe themselves.
 - It promotes an extremist ideology, and presents a risk of radicalisation.
- If you choose to, you can refer to the fact that incel ideology, or affiliations with incel culture, have featured in several violent attacks around the world.
 - A relatively recent example is from 2021, where Jake Davison shot and killed five people in Plymouth – including his own mother. He had posted hate-filled, misogynistic rants online prior to the shooting.
- Explain to staff that incel culture thrives online. The increased amount of time that young people spend online in recent years means that the risk of incel influence has grown.

- It has been suggested that a young person is potentially just two clicks away from radical incel forums.
- Whilst self-reported research from the incel community shows that there are incels from all backgrounds, much incel ideology includes elements of racial hatred, alongside the characteristic misogyny.
- Boys and young men who feel rejected and isolated are particularly vulnerable to incel ideology. The online incel community may appear to offer them a place of understanding and acceptance.
- You can help to combat these issues before they even start by providing high-quality relationships education, adopting a zero-tolerance approach to harmful sexual behaviour, prioritising mental health and wellbeing, and promoting online safety.

Slide 31

- Tell staff that they are going to see 6 different signs, symbols, acronyms and phrases that may indicate affiliation with an extremist ideology.
- **Click to reveal** the first one, and **ask staff to discuss** whether they are aware of what this means. Then **click to reveal** the answer and move onto the next.
 - 88 → this stands for Heil Hitler, where each 8 represents the letter H (being the eighth letter of the alphabet)
 - 18 → as above, but where the 1 (A) and the 8 (H) represent Adolf Hitler's initials.
 - ORION → Our Race is Our Nation
 - Red pill → a reference to the film The Matrix. To have 'taken the red pill' means to have realised the 'truth' about women and society.
 - Chad → a man who is sexually attractive to women (an alpha)
 - SWP → Supreme White Power
- Many adults will be unaware of the significance of this slang. Children and young people may hear and repeat these terms without necessarily understanding their meaning or ideological roots.
- By being aware of these terms, staff and parents will be better able to spot any cause for concern in a young person's communication. This can act as a warning sign that would warrant further discussion and exploration.
- Advise staff that they may see these in the form of graffiti, doodles in books, badges or stickers.

Slide 32

- Tell staff that you are going to talk about mental health.
- We know that prioritising good mental health in children is vital, as a child's emotional health and wellbeing influences their cognitive development, mental wellbeing, and their physical and social health.
- Let staff know that they are going to see some statistics on screen, and that you want them to discuss what they think the results will be.
- **Click to reveal** the first box, and ask staff: what percentage of mental illnesses do you think start before a child reaches their 18th birthday?
 - Gather answers from one or two members of staff, then click to reveal the result (75%).
- **Click to reveal** the second box, and ask staff: what percentage of young people do you think said that they feel embarrassed about mental illness?
 - Gather answers from one or two members of staff, then click to reveal the result (51%).
- **Click to reveal** the third box, and ask staff: what percentage of school children do you think reported a diagnosable mental illness?
 - Gather answers from one or two members of staff, then click to reveal the result (10%).
- **Click to reveal** the final statistic, showing that 18% of young people would go to their teachers for support when they are feeling down.

- **Ask staff to discuss** whether these statistics surprise them or not.

Slide 33

- Tell staff that you are now going to look at some signs to look out for that may indicate a mental health issue.
 - You could **ask staff** to think about what comes to their mind.
- **Click to reveal** a number of signs that you should look out for regarding mental health.

Slide 34

- Tell staff that you are going to look at how you can support positive mental health in your school.
- Talking to the child or young person is often the first step in helping them. In doing so, you can discover what's troubling them and what you can do to help.
- Some ideas to support positive mental health might include:
 - Encourage social time
 - This might involve encouraging children to chat with their peers and complete a task together, like a difficult problem or a challenge.
 - Have an open-door policy
 - It's essential that students know they can come and talk to you about any issues or concerns they have. Communicate this to your students so they know you're always there to listen.
 - Let the child share as much or as little as they want to
 - Keep your questions open-ended to give the child or young person the chance to say what they choose to and ensure the conversation takes place where the child feels comfortable. They should lead the discussion and not be pressured to talk.
 - Make mental health known
 - Sadly, mental health is something that some children may feel embarrassed to talk about. Many also feel judged if they explain their problems. As a result, it's important to make time to discuss the topic, address it in assemblies, and celebrate awareness days, like World Mental Health Day, to let students know they're not alone.
- Remind staff that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem, but you are well placed to observe children day-to-day and identify concerns.
- If you suspect that a child is struggling, then it's important to follow your school's policies and procedures. Be prepared to ask any questions around this.

Slide 35

- Tell staff that you are going to talk about child-on-child abuse.
- **Click to reveal** the description of child-on-child abuse.
- Children are capable of abusing their peers, even at a young age. This can come in the form of violence towards another student, sexual assault, or emotional abuse.
 - All staff should be aware that it can happen both inside and outside of school and online.
- **Click to reveal** three statistics, one at a time:
 - Data from police forces in England and Wales between 2019 and 2022 suggested a:
 - 40% increase in reports of sexual assaults and rapes where both the alleged victim and perpetrator were under 18.
 - 33% increase in rape reports and a 26% increase in reports where the allegation was against a child aged under 10.
 - A report carried out by Ofsted revealed that 92% of girls and 74% of boys said

sexist name-calling happens a lot or sometimes to them or their peers.

Slide 36

- Tell staff that you are now going to look at what child-on-child abuse can include.
 - You could **ask staff** to think about what comes to their mind.
- **Click to reveal** some examples of child-on-child abuse.

Slide 37

- Tell staff that you are going to look at how you can prevent, and respond to, child-on-child abuse.
- Some ideas might include:
 - Challenge inappropriate behaviours between children
 - Staff should make it clear that it is not acceptable, will never be tolerated, and is not an inevitable part of growing up.
 - Have systems in place for children to confidently report abuse
 - Reinforce the systems that your school has in place regarding how allegations of child-on-child abuse will be recorded, investigated and dealt with.
 - Don't tolerate or dismiss sexual violence or harassment
 - This means not dismissing sexual violence or harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”.
 - Recognise that a child who has harmed other children may have unidentified needs of their own
 - They may require external agency support where appropriate.
- Remind staff that you should consider the potential impact of social media.

Slide 38

- Explain to staff that you are now going to look at some safeguarding scenarios.
- **Click to present** Scenario A (Aisha, aged 16).
- **Ask staff to discuss** the scenario. Do they feel that it constitutes a safeguarding issue? If so, what action might they take?
- Explain to staff that this is a safeguarding issue (linking to what you have presented earlier in the session regarding online safety, child-on-child abuse and sexual harassment).
 - Aisha has informed you that she is being sexually harassed both in-person and online after sharing intimate pictures with her partner. You should use your school's procedure for dealing with sexting on a case-by-case basis and make a judgement on whether to involve outside agencies.

Slide 39

- **Click to present** Scenario B (Ben, aged 14).
- **Ask staff to discuss** the scenario. Do they feel that it constitutes a safeguarding issue? If so, what action might they take?
- Explain to staff that this has the potential to be a safeguarding issue (linking to what you have presented earlier in the session regarding the Prevent duty and incel culture).
 - Although you have not directly heard Ben making these types of comments yourself, you must take Jenny's claim seriously. While it may be that Jenny is simply annoyed at James for leaving the friendship group, her claims must not

be dismissed. You should already be aware of some of the potential behavioural indicators of radicalisation. This does include distancing from old friends, being argumentative, and sympathetic to extremist ideologies. If what Jenny is saying is true, then Ben may have been radicalised, possibly by or alongside Matthew. This has the potential to cause harm to other people if the threat of potentially violent action is carried out.

Slide 40

- Provide a summary of the section that you have just covered on some of the key safeguarding issues.
- Offer the opportunity for staff to ask any questions that they may have following this section.

Slide 41

- If staff would like to find out more about topics covered in this section, advise them that they can visit the links as shown.

Slide 42

- The fourth section of today's session will focus on reporting your safeguarding concerns.
- You'll cover the do's and don'ts of responding to a disclosure and understand your school's procedures for reporting concerns.

Slide 43

- Explain to staff that your school should aim to create an effective culture of safeguarding where children feel able to share their concerns and where they know that they will be listened to and taken seriously.
- Children - especially young children - may repeat or re-enact something that has happened to them.
- It is important that you are aware of how a child might disclose information and be confident about what to do if they did.
- **Click to reveal** the do's.
- **Click to reveal** the don'ts.

Slide 44

Video content: when presenting the slide, click on the play icon to start the video (02:07).

- In this video, you'll hear from Joanna Nicolas and Debbie Innes-Turnill.
- The video provides guidance around responding to a disclosure and reporting your concerns.
- If you need the link to access the video, you can find it [here](#).

Slide 45

Please note: you can download this editable safeguarding flowchart within your pack.

- If a member of staff has any concerns about a child, or the child discloses information to them, then they should report concerns to the DSL straight away.

- Go through what happens when a member of staff reports a concern, reflecting on your school's procedures.

Slide 46

- Provide a summary of the section that you have just covered on reporting safeguarding concerns.
- Offer the opportunity for staff to ask any questions that they may have following this section.

Slide 47

- If staff would like to find out more about topics covered in this section, advise them that they can visit the links as shown.

Slide 48

- The fifth section of today's session will focus on creating an effective culture of safeguarding.
- You'll cover what a safeguarding culture means, why it is important and the steps that all members of staff can take towards creating and maintaining an effective culture of safeguarding within your school.

Slide 49

Video content: when presenting the slide, click on the play icon to start the video (01:10).

- The following video presents an animation to help staff understand what is meant by a safeguarding culture.
- If you need the link to access the video, you can find it [here](#).

Slide 50

- **Discussion point:** how confident do we feel in the culture of safeguarding at our school?
- Allow time for discussion and then take some of the answers to summarise thoughts from the group.

Slide 51

- Vigilance is crucial to an effective culture of safeguarding.
- This means accepting that issues **can, and may well**, occur in your school.
- Explain that there have been many cases in organisations where safeguarding has fallen short, and concerns have not been acted upon, due to attitudes such as 'it couldn't happen here'.
- Professional curiosity and the willingness to provide professional challenge, where appropriate, are essential.
- Some tips on how to be professionally curious might include:
 - Know the signs to look out for, respectfully ask questions and investigate, understand the 'whole picture', raise concerns and challenge decisions.
- Staff also need to appreciate that children will often not disclose abuse, or in some cases, even realise that abuse is taking place.

Slide 52

- Effective policies and procedures provide the foundation of an effective safeguarding culture, as they set out your organisation's safeguarding expectations.
- Be prepared to ask any questions that staff may have about your school's procedures.

Slide 53

- Contextual safeguarding is an approach to safeguarding that recognises that young people may be at risk of significant harm not only within their home environment, but also outside it.
- It addresses the underlying causes, not just the effects.
- Contextual safeguarding is particularly important for adolescents, because as young people age, they spend more time socialising away from their families. Consequently, their social networks – and any harm associated with them – become more significant.
- Let staff know that you are going to explain some of the possible actions you could begin to take, which might include:
 - Consider the culture of your school or college. Is it a safe and supportive environment? If not, how could you make it more so?
 - Consider the location that you live and work in, and assess the risks that young people may be exposed to outside of school, as well as inside it.
 - Create a safe space for young people and/or their families to talk to you about their experiences. What they tell you about their community and the context that they are growing up in could help you to spot concerns that you may not have been aware of otherwise.
 - You could also help to increase awareness for parents about how to recognise signs of exploitation or abuse, how young people can stay safe online and offline, and who to contact if they notice any warning signals.

Slide 54

- Provide a summary of the section that you have just covered on creating an effective culture of safeguarding.
- Offer the opportunity for staff to ask any questions that they may have following this section.

Slide 55

- If staff would like to find out more about topics covered in this section, advise them that they can visit the links as shown.

Slide 56

- The final section of today's session will focus on some key takeaways.
- It will allow you to reflect on what you've covered in the presentation and think about next steps.

Slide 57

- Now that you are coming to the end of today's session, there's a chance to reflect on your knowledge.
- **Discussion point:** what would you consider to be your top priorities with regards to safeguarding over the coming months?
- Allow time for discussion and then take some of the answers to summarise thoughts from the group.

Slide 58

Please note: you can download this editable form within your pack.

- Explain to staff that it's important for everyone to reflect on their levels of confidence in the key areas of safeguarding on a regular basis.
- Distribute the form for staff to complete and ask them to return it to you to help highlight training priorities.
- There's also a variety of handouts in the pack that you may wish to distribute at this point, as you reach the end of the presentation.

Slide 59

Brought to you by High Speed Training.

- For over a decade High Speed Training has delivered online CPD courses to teachers, teaching assistants, and education professionals all across the UK.
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Slide 60

We value your feedback to help us improve our resources to better meet your needs in the future (High Speed Training would love to hear from you!).

- All members of staff in today's session can complete a survey with their thoughts on this INSET pack for a chance to win a £100 Amazon voucher.
- You can scan the QR code on the slide to fill out the form, or you can visit the link as shown (<https://forms.gle/djQ1bQuFzxvMa7dXA>).